CHAPTER IV

FINDING & DISCUSSION

1. FINDING

A. The Description of the Data

To know the description of the grammar errors in the students' writing, the writer identify the grammar errors and classify them into 5 aspects: Sentence Pattern, Tenses, Pronoun, Preposition and Spelling and Punctuation. Then the researcher made the reconstruction of the errors' writing which made by 20 students.

Here are the tables which show us the identification, the classification and the reconstruction of the errors which made by 20 students of X a,b,c class with these titles:(African and Asian Elephant, My Beautiful School, My Favorite Teacher

Table 4.1

N0	Translation	Identification of	Errors	Reconstruction of
		Errors	Classificatio	Errors
			n	
1	Gajah adalah hewan	Elephant_is large and	Tense	Elephant is large
	besar berwarna abu-	gray and <u>have</u> big	Sentence	and gray and has
	abu dan memiliki	ears and long trunks.	pattern	big ears and long
	telinga yang besar dan	If all seem the		trunks. If all

 batang panjang. Jika	same to you, take a	Sentence	elephants seem the
semua gajah	closer look. There	pattern	same to you, take a
tampaknya sama untuk	two elephant		closer look. There
kamu, namun jika kita	species that are		are two elephant
melihat lebih dekat.	usually recognized:		species that are
Ada dua spesies gajah	the African elephant		usually
yang biasanya diakui:	and the Asian		recognized: the
gajah Afrika dan gajah	elephant. There is		African elephant
Asia. Ada beberapa	some ongoing		and the Asian
perdebatan tentang	debate about how		elephant. There is
berapa subspesies	many subspecies		some ongoing
yang mungkin ada.	may exist. Here_are a		debate about how
Berikut adalah	few ways to tell		many subspecies
beberapa cara untuk	them apart:		may exist. Here
membedakan gajah di			are a few ways to
dua daerah tersebut:			tell them apart:

From the table 4. 1, the writer can find the grammar errors in Sentence pattern = 2 errors, Tense = 1 error, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 0 error.

Table 4.2 (African and Asian Elephant)

N0	Terjemahan	Identification of	Errors	Reconstruction of
		Errors	Classificatio	Errors
			n	
2	Gajah-gajah Afrika	African elephants	Tense	African elephants
	memiliki telinga yang	has large ear that are	Spelling	have large ears that
	besar yang berbentuk	shaped like the		are shaped like the
	seperti benua Afrika,	continent of Africa,		continent of Africa,
	baik jantan dan betina	both males and		both males and
	memiliki taring yang	females have visible	Punctuation	females have
	terlihat, kulit mereka	tusks, their skin is	(Comma)	visible tusks, their
	sangat keriput, mereka	very wrinkly, their	Sentence	skin is very
	selalu berinjak-injak,	back is swayed and	pattern	wrinkly, their back
	dan akhir gading	the end of their trunk		is swayed, and the
	mereka bisa bercabang	works as if they		end of their trunk
	bekerja sebagai jari	have two fingers		works as if they
	untuk membantu	there to help them		have two fingers
	mereka didalam	pick things up.		there to help them
	melakukan banyak	African elephants is		pick things up.
	hal. Gajah Afrika	the largest mammals		African elephants
	adalah mamalia	on land.		are the largest

terbesar di darat.		mammals on land.

From the table 4. 2, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 1 error, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 2 errors.

Table 4.3 (African and Asian Elephant)

N0	Translation	Identification of	Errors	Reconstruction of
		Errors	Classification	Errors
3	Gajah adalah hewan	Elephant_are large	Tense	Elephants is large
	besar berwarna abu-	and gray and <u>have</u>		and gray and have
	abu dan memiliki	big ears and long	spelling	big ears and long
	telinga yang besar dan	trunks. If all	Sentence	trunks. If all
	batang panjang. Jika	elephant seem the	pattern	elephants seem the
	semua gajah	same to you, take a		same to you, take a
	tampaknya sama untuk	closer look. There	Punctuation	closer look. There
	kamu, namun jika kita	two elephant		are two elephant
	melihat lebih dekat.	species that are		species that are

Ada dua spesies gajah	usually recognized:	usually recognized:
yang biasanya diakui:	the African	the African
gajah Afrika dan gajal	elephant and the	elephant and the
Asia. Ada beberapa	Asian elephant.	Asian elephant.
perdebatan tentang	There is some	There is some
berapa subspesies	ongoing debate	ongoing debate
yang mungkin ada.	about how many	about how many
Berikut adalah	subspecies may	subspecies may
beberapa cara untuk	exist. <u>h</u> ere are a few	exist. Here are a
membedakan gajah di	ways to tell them	few ways to tell
dua daerah tersebut:	apart:	them apart:

From the table 4. 3, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 1 error, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 2 errors.

Table 4. 4 (African and Asian Elephant)

N0	Terjemahan	Identification of	Errors	Reconstruction of
		Errors	Classification	Errors
4	Gajah-gajah Asia	Asian ilephants	Spelling	Asian elephants have
	memiliki telinga	have smaller ears,		smaller ears, usually
	yang lebih kecil,	usually only the		only the males have
	biasanya hanya	males have visible	Sentence	visible tusks, their
	jantan memiliki	tusks, their skin is	pattern	skin is not as wrinkly
	taring yang terlihat,	not as wrinkly as	Pronoun	as African elephants',
	kulit mereka tidak	African elephants',	Sentence	they only have one
	keriput seperti gajah	they only <u>has</u> one	pattern	"finger" at the ends
	Afrika ', mereka	"finger" at the ends	Preposition	of their trunk.
	hanya memiliki	of they trunk.		Elephants are the
	gading yang lurus	Elephant is the		largest land animals
	tidak	largest land animals		on Earth. They have
	bercabang.Gajah	in Earth. They have	Preposition	characteristic long
	adalah hewan darat	characteristic long		noses, or trunks;
	terbesar di bumi.	noses, or trunks;		large, floppy ears;
	Mereka memiliki	large, floppy ears;		and wide, thick legs.
	hidung panjang	and wide, thick		There are two species
	sebagai	legs. There are two		of elephant. The

karakteristiknya, atau	species of elephant.	Asian elephant and
batang gading besar,	The Asian elephant	the African elephant
telinga floppy; dan	and the African	live on separate
lebar, kaki tebal. Ada	elephant live <u>a</u> t	continents and have
dua spesies gajah.	separate continents	many unique
Gajah Asia dan gajah	and have many	features.
Afrika hidup di	unique features.	
benua yang terpisah		
dan memiliki spesies		
unik.		

From the table 4. 4, the writer can find the grammar errors in Sentence pattern = 2 errors, Tense = 0 error, Pronoun = 0 error, Preposition = 1 error, Spelling and punctuation = 1 error.

 Table 4. 5 (African and Asian Elephant)

]	N0	Terjemahan	Identification of	Errors	Reconstruction of
			Errors	Classification	Errors
-	5	Gajah-gajah Asia	Asian elephants		Asian elephants
		memiliki telinga yang	have smaller ears,		have smaller ears,
		lebih kecil, biasanya	usually only the		usually only the
		hanya jantan memiliki	males have visible		males have visible
			tusks, their skin is		tusks, their skin is

taring yang terlihat,	not as wrinkly as	Sentence	not as wrinkly as
kulit mereka tidak	African elephants',	pattern	African elephants',
keriput seperti gajah	they only <u>has</u> one		they only have one
Afrika ', mereka hanya	"finger" at the ends	Pronoun	"finger" at the ends
memiliki gading yang	of <u>thei</u> r trunk.	Sentence	of their trunk.
lurus tidak	Elephant is the	pattern	Elephants are the
bercabang.Gajah	largest land animals	Preposition	largest land animals
adalah hewan darat	in Earth. They have	Preposition	on Earth. They
terbesar di bumi.	characteristic long		have characteristic
Mereka memiliki	noses, or trunks;		long noses, or
hidung panjang	large, floppy ears;		trunks; large,
sebagai	and wide, thick		floppy ears; and
karakteristiknya, atau	legs. There are two		wide, thick legs.
batang gading besar,	species of elephant.		There are two
telinga floppy; dan	The Asian elephant		species of elephant.
lebar, kaki tebal. Ada	and the African		The Asian elephant
dua spesies gajah.	elephant live <u>a</u> t		and the African
Gajah Asia dan gajah	separate continents		elephant live on
Afrika hidup di benua	and have many		separate continents
yang terpisah dan	unique features.		and have many
memiliki spesies unik			unique features.

From the table 4. 5, the writer can find the grammar errors in Sentence pattern = 2 error, Tense = 5 errors, Pronoun = 1 error, Preposition = 2 errors, Spelling and punctuation = 0 error.

 Table 4. 6 (African and Asian Elephant)

N0	Teranslation	Identification of	Errors	Reconstruction of
		Errors	Classification	Errors
6	Gajah-gajah Asia	Asia elepants have	Spelling	Asian elephants
	memiliki telinga yang	smaller ears,		have smaller ears,
	lebih kecil, biasanya	usually only the		usually only the
	hanya jantan memiliki	males have visible		males have visible
	taring yang terlihat,	tusks, their skin is		tusks, their skin is
	kulit mereka tidak	not as wrinkly as		not as wrinkly as
	keriput seperti gajah	African elephants',	Sentence	African elephants',
	Afrika ', mereka hanya	they only <u>has</u> one	pattern	they only have one
	memiliki gading yang	"finger" at the ends		"finger" at the ends
	lurus tidak	of <u>thei</u> r trunk.	Pronoun	of their trunk.
	bercabang.Gajah	Elephant is the	Sentence	Elephants are the
	adalah hewan darat	largest land animals	pattern	largest land animals
	terbesar di bumi.	at Earth. They have	Preposition	on Earth. They
	Mereka memiliki	characteristic long	Preposition	have characteristic
	hidung panjang	noses, or trunks;		long noses, or

	sebagai	large, floppy ears;	trunks; large,
	karakteristiknya, atau	and wide, thick	floppy ears; and
	batang gading besar,	legs. There are two	wide, thick legs.
	telinga floppy; dan	species of elephant.	There are two
	lebar, kaki tebal. Ada	The Asian elephant	species of elephant.
	dua spesies gajah.	and the African	The Asian elephant
	Gajah Asia dan gajah	elephant live <u>in</u>	and the African
	Afrika hidup di benua	separate continents	elephant live on
	yang terpisah dan	and have many	separate continents
	memiliki spesies unik	unique features.	and have many
			unique features.

From the table 4. 6, the writer can find the grammar errors in Sentence pattern = 2 errors, Tense = 0 error, Pronoun = 1 error, Preposition = 2 errors, Spelling and punctuation = 1 error.

Table 4.7 (African and Asian Elephant)

N0	Translation	Identification of	Errors	Reconstruction of
		Errors	Classification	Errors
7	Gajah adalah hewan	Elephant_is large		Elephants are large
	besar berwarna abu-abu	and gray and <u>have</u>	Tense	and gray and have
	dan memiliki telinga	big ears and long		big ears and long

yang besar dan batang	trunks. If all	spelling	trunks. If all
panjang. Jika semua	elephant seem the		elephants seem the
gajah tampaknya sama	same to you, take a	Sentence	same to you, take a
untuk kamu, namun	closer look. There	pattern	closer look. There
jika kita melihat lebih	is two elephant		are two elephant
dekat.	species that are		species that are
	usually	Punctuation	usually recognized:
Ada dua spesies	recognized: the		the African
gajah yang biasanya	African elephant		elephant and the
diakui: gajah Afrika	and the Asian		Asian elephant.
dan gajah Asia. Ada	elephant. There is		There is some
beberapa perdebatan	some ongoing		ongoing debate
tentang berapa	debate about how		about how many
subspesies yang	many subspecies		subspecies may
mungkin ada. Berikut	may exist. <u>h</u> ere are		exist. Here are a
adalah beberapa cara	a few ways to tell		few ways to tell
untuk membedakan	them apart:		them apart:
gajah di dua daerah			
tersebut:			

From the table 4. 7, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 1 error, Pronoun = 0 error, Preposition = 0 errors, Spelling and punctuation = 1 error.

Table 4. 8 (African and Asian Elephant)

N0	Terjemahan	Identification of	Errors	Reconstruction of
		Errors	Classification	Errors
8	Gajah-gajah Afrika	Elephant_is large		African elephants
	memiliki telinga yang	and gray and have	Tense	have large ears that
	besar yang berbentuk	big ears and long		are shaped like the
	seperti benua Afrika,	trunks. If all	Spelling	continent of Africa,
	baik jantan dan betina	elephant seem the		both males and
	memiliki taring yang	same to you, take a	Sentence	females have
	terlihat, kulit mereka	closer look. There	pattern	visible tusks, their
	sangat keriput, mereka	is two elephant		skin is very
	selalu berinjak-injak,	species that are		wrinkly, their back
	dan akhir gading	usually	Punctuation	is swayed, and the
	mereka bisa bercabang	recognized: the		end of their trunk
	bekerja sebagai jari	African elephant		works as if they
	untuk membantu	and the Asian		have two fingers

mereka didalam	elephant. There is	there to help them
melakukan banyak hal.	some ongoing	pick things up.
Gajah Afrika adalah	debate about how	African elephants
mamalia terbesar di	many subspecies	are the largest
darat.	may exist. <u>h</u> ere are	mammals on land.
	a few ways to tell	
	them apart:	

From the table 4. 8, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 1 error, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 2 errors.

Table 4.9 (My Beautiful School)

N0	Terjemahan	Identification of	Errors	Reconstruction of
		Errors	Classification	Errors
1	Sekolahku adalah	My school is a	Spelling	My school is a
	sekolah yang sangat	green and beatiful	Spelling	green and beautiful
	hijau dan indah. Di	school. There are		school. There are
	sana banyak terdapat	so many		so many
	pohon-pohon yang	large trees whic	Punctuation	large trees which
	cukup besar sehingga	make the		make the
	membuat udara di	air around my	Sentence	air around my

sekitar sekolahku	school become	pattern	school become
sangat sejuk dan bersih.	very fresh	SpellingSpellin	very fresh
Sekolahku sangat besar	and clean. it_is	g	and clean. It is
dengan luas kira-kira	very large with an	Spelling	very large with an
sekitar 600 m2 dan	area	spelling	area
dikelilingi oleh pagar	around 600 m ² and	spelling	around 600 m ² and
yang sangat tinggi.	surrounded		surrounded
Secara keseluruhan	by high fences.		by high fences.
sekolahku memiliki 30	Overall, it <u>have</u>		Overall, it has
bangunan yang terdiri	30 <u>building</u> consist		30 buildings consis
dari 21 ruang kelas, 2	ing		ting
ruang guru,	of 21 classrooms,		of 21 classrooms,
Laboratorium bahasa,	2 teacher <u>room</u> , a		2 teacher rooms, a
ipa, 2 toilet, ruang	language		language
multimedia dan aula.	laboratory, a		laboratory, a
Bangunan-bangunan	Science		Science
tersebut tersusun	Laboratory,		Laboratory,
membentuk persegi	2 toilet, a		2 toilets, a
panjang dan	Multimedia room a		Multimedia room a
mengelilingi lapangan	nd a Hall. That		nd a Hall. Those
yang biasa dipakai	buildings are		buildings are

gan arranged to form a	arranged to form a
gan rectangle and	rectangle and
surrounded field in	surrounded field in
the	the
middle commonly	middle commonly
used as sports	used as sports
place and	place and
ceremony.	ceremony.
	rectangle and surrounded field in the middle commonly used as sports place and

From the table 4. 9, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 0 errors, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 8 errors.

Table 4. 10 (My Beautiful School)

N0	Terjemahan	Identification of	Errors	Reconstruction of
		Errors	Classification	Errors
2	Saat masuk ke dalam	When enter my	Spelling	When enter my
	sekolahku, kita akan	schol, we are		school, we are
	disambut oleh sebuah	greet by billboards	Tense	greeted by billboar
	baliho yang bertuliskan	that written		ds that written
	"mari melangkah maju	"Let's go forward		"Let's go forward

bersama kita" di depan	with us" in front of	Tense	with us" in front of
gerbang sekolahku. Di	the gate.	Preposition	the gate.
samping pintu gerbang	Beside the gates,		Beside the gates,
sekolahku terdapat	there is		there is
sebuah post keamanan	a black security po		a black security po
yang berwarna hitam.	st. The security po	Spelling,	st. The security po
Post keamanan tersebut	st guard with two	pronoun	st is guarded by
di tempati oleh 2 orang	securities. They		two securities.
satpam yang bertugas	are in charge		They are in charge
menjaga keamanan. Di	of maintaining sec		of maintaining sec
samping post	urity in my school.		urity in my school.
keamanan terdapat	Beside the		Beside the
sebuah kolam ikan	security post there		security post there
yang cukup besar yang	is a large fish		is a large fish
menambah keindahan	pond which		pond which
sekolahku.	beutifies I school		beautifies my
			school

From the table 4. 10, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 2 errors, Pronoun = 1 error, Preposition = 1 error, Spelling and punctuation = 2 errors.

Table 4. 11 (My Beautiful School)

N0	Terjemahan	Identification of	Errors	Reconstruction of
		Errors	Classification	Errors
3	Sekolahku juga	My school also		My school also
	memiliki sebuah	has a large canten.	spelling	has a large canteen
	canteen yang besar.	t <u>he</u> canten is		. The canteen is
	Canteen sekolahku	located behind the	Punctuation,	located behind the
	terletak di bagian	complex class exac	spelling	complex class exac
	belakang komplek	tly behind the		tly behind the Hall.
	kelas tepatnya di	Hall. My School	Punctuation,	My School's
	belakang gedung aula.	canten sell a lot of	spelling, tense	canteen sells a
	Di sana banyak	foods		lot of foods
	menjual makanan-	like snacks, cakes,		like snacks, cakes,
	makanan seperti	meatballs,		meatballs,
	makanan ringan, kue,	fried chicken, rice		fried chicken, rice
	bakso, mie ayam dan	and		and
	nasi goreng. Meskipun	noodles. Though		noodles. Though
	canteen sekolahku	they sell a variety		they sell a variety
	menujal berbagai	of food, my school		of food, my school
	macam makanan, tapi	always maintains		always maintains
	kebersihan selalu	the cleanliness.		the cleanliness.

terjaga	di	sekolah		
kami.				

From the table 4. 11, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 1 error, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 5 errors.

Table 4. 12 (My Beautiful School)

N0	Terjemahan	Identification of	Errors	Reconstruction of
		Errors	Classification	Errors
4	Sekolahku adalah	<u>I</u> school is a	pronoun	My school is a
	sekolah yang sangat	green and beautiful	Spelling	green and beautiful
	hijau dan indah. Di	school. There are		school. There are
	sana banyak terdapat	so many	Punctuation	so many
	pohon-pohon yang	large trees whic	Sentence	large trees which
	cukup besar sehingga	make the	pattern	make the

membuat udara di	air around my	Spelling	air around my
sekitar sekolahku	school become	Spelling	school become
sangat sejuk dan bersih.	very fresh	Spelling	very fresh
Sekolahku sangat besar	and clean. it is	spelling	and clean. It is
dengan luas kira-kira	very large with an	spelling	very large with an
sekitar 600 m2 dan	area		area
dikelilingi oleh pagar	around 600 m ² and		around 600 m ² and
yang sangat tinggi.	surrounded		surrounded
Secara keseluruhan	by high fences.		by high fences.
sekolahku memiliki 30	Overall, it <u>have</u>		Overall, it has
bangunan yang terdiri	30 <u>building</u> consist		30 buildings consis
dari 21 ruang kelas, 2	ing		ting
ruang guru,	of 21 classrooms,		of 21 classrooms,
Laboratorium bahasa,	2 teacher <u>room</u> , a		2 teacher room, a
ipa, 2 toilet, ruang	language		language
multimedia dan aula.	laboratory, a		laboratory, a
Bangunan-bangunan	Science		Science
tersebut tersusun	Laboratory,		Laboratory,
membentuk persegi	2 toilet, a		2 toilets, a
panjang dan	Multimedia room a		Multimedia room a
mengelilingi lapangan	nd a Hall. That		nd a Hall. Those
			I

yang biasa	dipakai	buildings are	buildings are
sebagai la	apangan	arranged to form a	arranged to form a
olahraga dan la	apangan	rectangle and	rectangle and
upacara.		surrounded field in	surrounded field in
		the	the
		middle commonly	middle commonly
		used as sports	used as sports
		place and	place and
		ceremony.	ceremony.

From the table 4. 12, the writer can find the grammar errors in Sentence pattern = 0error, Tense = 0 error, Pronoun = 1 error, Preposition = 0 error, Spelling and punctuation = 7 errors.

Table 4. 13 (My Beautiful School)

N0	Terjemahan	Identification of	Errors	Reconstruction of
		Errors	Classification	Errors
5	Saat masuk ke	When enter my	Spelling	When enter my
	dalam sekolahku, kita	schol, we are		school, we are
	akan disambut oleh	greet by billboards	Tense	greeted by billboard
	sebuah baliho yang	that written		s that written

bertuliskan "mari	"Let's go forward		"Let's go forward
melangkah maju	with us" in front of	Tense	with us" in front of
bersama kita" di depan	the gate.	Preposition	the gate. Beside the
gerbang sekolahku. Di	Beside the gates,		gates, there is
samping pintu gerbang	there is		a black security pos
sekolahku terdapat	a black security po		t. The security post
sebuah post keamanan	st. The security po	Spelling,	is guarded by two
yang berwarna hitam.	st guard with two	pronoun	securities. They are
Post keamanan tersebut	securities. They		in charge
di tempati oleh 2 orang	are in charge		of maintaining secu
satpam yang bertugas	of maintaining sec		rity in my school.
menjaga keamanan. Di	urity in my school.		Beside the
samping post	Beside the		security post there
keamanan terdapat	security post there		is a large fish
sebuah kolam ikan	is a large fish		pond which
yang cukup besar yang	pond which		beautifies my
menambah keindahan	beutifies I school		school
sekolahku.			

From the table 4. 13, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 2 errors, Pronoun = 1 error, Preposition = 1 error, Spelling and punctuation = 2 errors.

Table 4. 14 (My Beautiful School)

N0	Terjemahan	Identification of	Errors	Reconstruction of
		Errors	Classification	Errors
6	Sekolahku juga	My school also		My school also
	memiliki sebuah	has a large canteen		has a large canteen.
	canteen yang besar.	. the canteen is	tense	The canteen is
	Canteen sekolahku	locat behind the	Punctuation,	located behind the
	terletak di bagian	complex class exac	spelling	complex class exact
	belakang komplek	tly behind the		ly behind the Hall.
	kelas tepatnya di	Hall. My School	Punctuation,	My School's
	belakang gedung aula.	canteen sell a	spelling, tense	canteen sells a
	Di sana banyak	lot of foods		lot of foods
	menjual makanan-	like snacks, cakes,		like snacks, cakes,
	makanan seperti	meatballs,		meatballs,
	makanan ringan, kue,	fried chicken, rice		fried chicken, rice
	bakso, mie ayam dan	and		and
	nasi goreng. Meskipun	noodles. Though		noodles. Though

canteen sekolahku	they sell a variety	they sell a variety
menujal berbagai	of food, my school	of food, my school
macam makanan, tapi	always maintains	always maintains
kebersihan selalu	the cleanliness.	the cleanliness
terjaga di sekolah kami		

From the table 4. 14, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 2errors, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 4 errors.

 Table 4. 15 (My Favorite Teacher)

N0	Terjemahan	Identification of	Errors	Reconstruction of
		Errors	Classification	Errors
1	Aku memiliki seorang	I have a favorite		I have a favorite
	guru favorit di sekolah.	teacher in my		teacher in my
	Dia dalah pak bambang	school. He is Mr.	Sentence	school. He is Mr.
	guru bahasa inggrisku.	Bambang. He is	pattern	Bambang. He is my
	Pak Bambang masih	my English	Spelling,	English teacher. He
	muda. Umurnya kira-	teacher. He_still	Sentence	is still young. His
	kira masih 30 tahun.	young. His age is	pattern	age is
	Namun, Pak ambang	approximately 30	Pronoun	approximately 30

and rson.
e is
his
good.
hair
ooks
ways
s to
wide
has
and
ense.
lents
eally
ding
cool
man
nose
di e

mereka pak bambang	macho man with a	and white skin.
adalah pria yang keren	pointy nose and	
dan macho dengan	white skin.	
hidungnya yang		
mancung dan kulitnya		
yang putih.		

From the table 4. 15, the writer can find the grammar errors in Sentence pattern = 3errors, Tense = 1 error, Pronoun = 2 errors, Preposition = 0 error, Spelling and punctuation = 2 errors.

Table 4. 16 (My Favorite Teacher)

N	0	Terjemahan	Identification of	Errors	Reconstruction of
			Errors	Classification	Errors

2	Pak bambang sangat	He is very good to	Pronoun	He is very good to
	baik terhadap anak	he students. He		his students. He
	muridnya. Dia selalu	always gives logic		always gives logic
	memberikan saran-	advice or opinions		advice or opinions
	saran atau pendapat	when we need he	Pronoun,tense	when we need his
	yang logis saak kita	help. He has make	Pronoun,tense	help. He has made
	butuhkan. Pak	all he students love		all his students loved
	bambang telah	learning English		learning English
	membuat semua anak	language because		language because he
	muridnya menyukai	he is very smart to		is very smart to
	pelajaran bahasa	create quiet and	spelling	create quiet and
	inggris. dia sangat	comfortable		comfortable
	pintar menciptakan	atmosphere in		atmosphere in
	suasana kelas yang	classroom. He		classroom. He
	tenang dan nyaman.	always has the	punctuation	always has the latest
	Pak bambang selalu	latest ideas in		ideas in teaching. I
	memiliki ide-ide	teaching. I think he		think he is a very
	terbaru dalam hal	is a very creative		creative and
	mengajar. Menurutku	and innovative		innovative teacher.
	dia adalah orang yang	teacher. His warm		His warm
	sangat kreatif dan	personality made		personality made

innovative. Yang	him the most	him the most
membuat dia menjadi	<u>favurit</u> e teacher.	favorite teacher. He
guru terfavorite adalah	He is good in	is good in making
kepribadiannya yang	making friend and	friend and talking in
hangat. Pak bambang	talking in front of	front of the crowd.
pintar bergaul dan	the crowd. every	Every person who is
berbicara di depan	person who is	close to him will feel
orang banyak. Setiap	close to him will	comfortable because
orang yang berada di	feel comfortable	of his personality.
dekatnya akan merasa	because of his	
nyaman dengan	personality.	
kepribadiannya		

From the table 4. 16, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 2 errors, Pronoun = 3 errors, Preposition = 0 error, Spelling and punctuation = 2 errors.

Table 4. 17 (My Favorite Teacher)

Ī	N0	Translation	Identification of Errors	Errors	Reconstruction of Errors
				Classification	

3	Selama dia mengajar ku.pak	During he teach us. He	Tense	During he teaches us. He
	bambang tidak pernah telat	is never late or do not		is never late or do not go
	atau tidak masuk kelas. Dia	go to class. He is very		to class. He is very
	sangat rajin pergi kesekolah,	diligen to go to school,	Spelling	diligent to go to school,
	meskipun begitu	even though his		even though his coming
	kehadiarannya memang	coming is always		is always eagerly
	selalu ditunggu tunggu oleh	eagerly awaited with	Preposition	awaited by the students.
	para siswanya. Tidak seperti	the students. Unlike		Unlike most other
	kebanyakan guru yang lain	most other teachers He	Punctuation	teachers He is very
	pak bambang sangat	is very friendly with	Pronoun	friendly with his
	bershabat dengan anak	his students. He is		students. He is happy to
	muridnya. Dia senang	happy to hang out with		hang out with us.
	bergaul dengan kami.	us. Nevertheless we		Nevertheless we still
	Meskipun begitu kami tetap	still respect him as our		respect him as our
	menghormatinya sebagai	teacher. if all teachers		teacher. If all teachers
	guru kami. Andai semua	like <u>He</u> , I am sure all		like him, I am sure all
	guru bisa seperti pak	the students really like		the students really like to
	bambang pasti semua siswa	to go to school.		go to school.
	sangat suka pergi kesekolah.			

From the table 4. 17, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 1 error, Pronoun = 1 error, Preposition = 1 error, Spelling and punctuation = 2 errors.

 Table 4. 18 (My Favorite Teacher)

N0	Terjemahan	Identification of	Errors	Reconstruction of
		Errors	Classification	Errors
4	Aku memiliki seorang	I have a favurite	spelling	I have a favorite
	guru favorite di sekolah.	teacher in my		teacher in my
	Dia dalah pak bambang	school. He is Mr.		school. He is Mr.
	guru bahasa inggrisku.	Bambang. He is		Bambang. He is my
	Pak Bambang masih	my English	Sentence	English teacher. He
	muda. Umurnya kira-	teacher. He_still	pattern	is still young. His
	kira masih 30 tahun.	young. His age is		age is approximately
	Namun, Pak ambang	approximately 30	Spelling	30 years. However,
	adalah orang yang tegas	<u>year</u> . However, He		He is the strict and
	dan disiplin. Meskipun	the strict	Sentence	discipline person.
	wajahnya cukup		pattern	Though his face is
	menyeramkan, hatinya	and discipline person. Though he	Pronoun	quite creepy, his
	sangatlah baik. Pak	_	Tense	heart is very good.
	bambang memiliki	face is quite creepy, his heart is	Pronoun	He has short hair
	rambut pendek yang		Spelling	that always looks
	selalu terlihat rapih. Dia	very good. He has short hair that		neat. He's always
	selalu menggunakan			wearing glasses to
	kaca mata untuk	always looks neat.	Sentence	cover his wide eyes.

menutupi matanya yang	He's always wear	pattern	He also has long
lebar. Pak bambang	glasses to cover		mustache and beard
memilki kumis yang	him wide eyes. He		fairly dense. All
cukup panjang dan	also has long		female students in
janggut yang lumayan	mustache and		my school really like
lebat. Para pelajar	beard fairly dense.		him. According to
wanita di sekolahku	All female student		them, He is cool and
sangat menyukai pak	in my school really		macho man with a
bambang. Menurut	like him.		pointy nose and
mereka pak bambang	According to		white skin.
adalah pria yang keren	them, Hecool		
dan macho dengan	and macho man		
hidungnya yang	with a pointy nose		
mancung dan kulitnya	and white skin.		
yang putih.			

From the table 4. 18, the writer can find the grammar errors in Sentence pattern = 3 errors, Tense = 1 error, Pronoun = 1 error, Preposition = 0 error, Spelling and punctuation = 3 errors.

Table 4. 19 (My Favorite Teacher)

N0	Terjemahan	Identification of	Errors	Reconstruction of	
		Errors		Errors	
5	Pak bambang	He is very kind to		He is very good to his	
	sangat baik terhadap	his student. He	Spelling	students. He always	
	anak muridnya. Dia	elways gives logic		gives logic advice or	
	selalu memberikan	advice or opinions	tense	opinions when we	
	saran-saran atau	when we need his	tense	need his help. He has	
	pendapat yang logis	help. He has make	punctuation	made all his students	
	saak kita butuhkan. Pak	all <u>his</u> students		loved learning	
	bambang telah membuat	love learning	spelling	English language	
	semua anak muridnya	English language		because he is very	
	menyukai pelajaran	because he is very		smart to create quiet	
	bahasa inggris. dia	smart to create	punctuation	and comfortable	
	sangat pintar	quiet and		atmosphere in	
	menciptakan suasana	comfortable		classroom. He always	
	kelas yang tenang dan	atmosphere in		has the latest ideas in	
	nyaman. Pak bambang	classroom. <u>he</u>		teaching. I think he is	
	selalu memiliki ide-ide	always has the		a very creative and	
	terbaru dalam hal	latest ideas in		innovative teacher.	
	mengajar. Menurutku	teaching. I think he		His warm personality	

dia adalah orang yang	is a very creative	made him the most
sangat kreatif dan	and innovative	favorite teacher. He is
innovative. Yang	teacher. His warm	good in making
membuat dia menjadi	personality made	friend and talking in
guru terfavorite adalah	him the most	front of the crowd.
kepribadiannya yang	<u>favurit</u> e teacher.	Every person who is
hangat. Pak bambang	He is good in	close to him will feel
pintar bergaul dan	making friend and	comfortable because
berbicara di depan orang	talking in front of	of his personality.
banyak. Setiap orang	the crowd. every	
yang berada di dekatnya	person who is	
akan merasa nyaman	close to him will	
dengan kepribadiannya	feel comfortable	
	because of his	
	personality.	

From the table 4. 19, the writer can find the grammar errors in Sentence pattern = 0 error, Tense = 2 errors, Pronoun = 0 error, Preposition = 0 error, Spelling and punctuation = 4 errors.

Table 4. 20 (My Favorite Teacher)

N0	Terjemahan	Identification of	Errors	Reconstruction
		Errors	Classification	of Errors
6	Selama dia mengajar ku.	During he teaches	Tense	During he
	pak bambang tidak	us. He is never late		teaches us. He is
	pernah telat atau tidak	or do not go to		never late or do
	masuk kelas. Dia sangat	class. He is very	Spelling	not go to class.
	rajin pergi kesekolah,	diligen to go to		He is very
	meskipun begitu	school, even though		diligent to go to
	kehadiarannya memang	his coming is	Preposition	school, even
	selalu ditunggu tunggu	always eagerly		though his
	oleh para siswanya. Tidak	awaited with the	Punctuation	coming is always
	seperti kebanyakan guru	students. Unlike	Pronoun	eagerly awaited
	yang lain pak bambang	most other teachers		by the students.
	sangat bershabat dengan	He is very friendly		Unlike most
	anak muridnya. Dia	with his students.		other teachers
	senang bergaul dengan	He is happy to hang		He is very
	kami. Meskipun begitu	out with us.		friendly with his
	kami tetap	Nevertheless we		students. He is
	menghormatinya sebagai	still respect him as		happy to hang
	guru kami. Andai semua	our teacher. if all		out with us.

guru bisa seperti pak	teachers like <u>He</u> , I	Nevertheless we
bambang pasti semua	am sure all the	still respect him
siswa sangat suka pergi	students really like	as our teacher. If
kesekolah.	to go to school.	all teachers like
		Him, I am sure
		all the students
		really like to go
		to school.

From the table 4. 20, the writer can find the grammar errors in Sentence pattern = 1 error, Tense = 3 errors, Pronoun = 0 error, Preposition = 1 error, Spelling and punctuation = 2 errors.

According to the description above, we can count the students errors into their classification of errors. And here is the tabulation of errors:

Table 4. 21 (Errors classification)

Student	Errors classification

s	Sentence	Tense	Pronou		Spelling	
	Pattern	s	n	Prepositio	and	
				n	punctuatio	
					n	
1	2	1	-	-	-	3
2	-	1	-	-	2	3
3	1	1	-	-	2	4
4	2	-	-	1	1	4
5	2	5	1	2	-	10
6	2	-	1	2	1	6
7	1	1	-	-	1	3
8	1	1	-	-	2	4
9	1	-	-	-	8	9
10	-	2	1	1	2	6
11	-	1	-	-	5	6
12	-	-	1	-	7	8
13	-	2	1	1	2	6
14	-	2	-	-	4	6
15	3	1	2	-	2	8
16	-	2	3	-	2	7
17	-	1	1	1	2	5

18	3	1	1	-	3	8
19	-	2	-	-	4	6
20	1	3	-	1	2	7
	21	27	12	9	52	12
						1

And here are the percentages of students' grammar errors:

a. Sentence Pattern

Students' correct : <u>9</u> X 100% = 45 %

20

Students' error : $\underline{11}$ X 100% = 55%

20

b. Tenses

Students' corrects : $\underline{4}$ X 100% = 20%

20

Students' errors : $\underline{16}$ X 100% = 80%

20

c. Pronoun

Students' corrects : $11 \times 100\% = 55\%$

d. Preposition

Students' corrects :
$$\underline{13}$$
 X $100\% = 65\%$

Students' errors :
$$\underline{7}$$
 X $100\% = 35\%$

e. Punctuation and Spelling

Students' corrects :
$$\underline{2}$$
 X $100\% = 10\%$

Table 4. 22 (Frequency of Errors)

Grammar errors	Frequency of	Percentage
	wrong answer	
Sentence Pattern	11	55%
Tense	16	80%
Pronoun	9	45%

Preposition	7	35%
Spelling and Punctuation	18	90%

B. DISCUSSION

In preceding explanation, the data are taken from students' writing. The researcher classified the students' grammatical errors in Descriptive text. Then the researcher only focused on five areas: Sentence Pattern (subject and verb), Tenses, Pronoun, Preposition, Punctuation and Spelling.

Here are the explanations about the calculation and interpretation of the data:

1. Sentence Pattern

From 20 students who became the sample, there were 11 students made errors in sentence pattern with the percentage 55%. The writer assumed that this error caused by the *Mother Tongue Interference* or error resulting from the transfer of grammatical and stylistic elements from the source language to the target language.

We can classify the errors in Sentence Pattern as the errors in *Omission* because the students sometimes forget to put the subject or the verb whereas it is very important in making a sentence. The example of Sentence Pattern:

He___ the strict and discipline person. (Is)

He still young.. (is)

2. Tense

Tense error is committed by the first grade students in MAN 3 Amunatai. From 20 students who became the sample, there were 16 students made errors in Tense with the percentage 80%. And only 4 student was true in this area. The writer assumed that the errors in Tense also happened because of *Translation* means a student translates his first language sentence or idiomatic expression in to the target language word by word. Indonesian language does not have grammar rules and it's different with English.

We can classify the errors in tense as the errors in *Omission*. Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology for example the present tense nominal inflection tobe am,is,are.

The examples of Tense Errors:

Elephant are large and gray and have big ears and long trunks) is/has

3. Pronoun

There were 9 students made errors with the percentage 45% or 9 students were true in using Pronoun in their writing. A pronoun is a word that is used in the place of a noun or noun phrase. Pronoun errors happened because of *Overgeneralization* that is an error caused by extension of target language rules to areas where they do not apply.

We can classify the errors in Pronoun as the errors in *Selection* because the students still confuse to choose and to use the word to be the right pronoun. The examples of Pronoun:

they only have one "finger" at the ends of they trunk (their)

if all teachers like He, (him)

4. Preposition

There were 7 students made errors in Preposition with the percentage 35 % in Preposition when they were translating descriptive text. Preposition errors also happened because of *Overgeneralization* that is an error caused by extension of target language rules to areas where they do not apply. Prepositions are usually quite short and significant looking, but they have very important functions to link a noun to another word.

We can classify the errors in Preposition as the errors in *Omission* because the students commonly omit the preposition' words such as at, of, in, for, by, etc.

The examples of Preposition errors:

African elephant live <u>in</u> separate continents and have many unique features.

(on)

5. Spelling and Punctuation

There were 90% or 18 students made errors in Spelling and Punctuation. The errors in spelling and punctuation occurred because of the *Carelessness* when the students wrote because most of the students did not aware about the spelling of the word and which word they should use the true punctuation. We can classify the errors in Spelling and Punctuation as the errors in *Selection* because the students made errors in writing the word to be the right spelling and sometimes they didn't aware to select or to use the punctuation mark. The examples of spelling and punctuation errors:

His warm personality made him the most <u>favurite</u> teacher.) (favorite),

He is very <u>diligen...</u> to go to School (dilligent)

<u>.e</u>very person who is close to him, will feel comfortable because of his personality.(without comma).

Based on the result finding & Discussion above, the researcher verified data based on theories of the research. Here, the researcher compared the research findings with the theories that used in this research. The theories in this research focused on kinds of error and cause of error in error analysis theory.

According to Corder in Ellis" book the procedure for analyzing learner errors includes the following steps:

- Collecting a sample of learner language. It provides the data for the EA
 (Error Analysis). The researcher needs to be aware that the nature of the
 sample that is collected may influence the nature and distribution of the
 errors observed.
- 2. Identification of errors. It involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. The basic procedure is as follows:
 - a. Prepare a reconstruction of the sample as this would have been produced by the learner,,s native speaker counterpart.
 - b. Assume that every utterance/ sentence produced by the learner is erroneous and systematically eliminate those that an initial comparison with the native speaker sample shows to be well-formed. Those utterances/ sentences remaining contain errors.
 - c. Identify which parts of each learner utterance/ sentence differs from the reconstructed version.

- 3. Description of errors. It is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance.
- Explanation of errors. Accounting for why how an error was made is the important step in trying to understand the processes of SLA (Second Language Acquisition).
- 5. Error evaluation. It involves determining the gravity of different errors with a view to deciding which ones should receive instruction. The following steps for evaluation study are: a. Select the errors to be evaluated. b. Decide the criterion on which the errors are to be judged. c. Prepare the error evaluation instrument. d. Choose the judges. (Rod Ellis, 2005, p56-67)

According to Corders' opinion in Ellis book above, the steps of doing error analysis are collecting the data from the students,, work, the next is identifying where the error is, then describing the error based on their classification, after that explaining error by taking possibility of why and how it happen, and the last is evaluating it.

In addition, Gass and Selinker stated that "A great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation. There are a number of steps taken in conducting an error analysis (Susan M. Gass, 2001, p. 79)

- Identify errors, what is the error (e.g. incorrect sequence of tenses, wrong verb form, etc).
- 2. Classify errors. Is it an error of Tense? Is it an error in sentence pattern?
- 3. Quantify errors. How many errors of Tense occur?
- 4. Analysis of source/causes.
- Remediation. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

Sentence Pattern /Subject is the word that tells you who or what performed the action of the verb. (Kreml,2004,p42). Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Verb is a word or phrase that describes an action, condition or experience. (Cambridge 3rd edtion). Verbs that are not followed by an object are called "intransitive verbs." Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk. Verbs that are followed by an object are called "transitive verb." Common transitive verbs: buikd, cut, find, like, make, need, send, use, want. Some verbs can be either intransitive or transitive. Transitive; *A student studied*. Intransitive; *A student studied books*. Subjects and objects of verbs are nouns

75

(or pronouns). Examples of nouns: person, place, thing, John, pen, Asiam

information, appearance). (Betty Azar, 1999, p.A1).

Tense in English identifies when an event happens or describes a state.

The simple past indicates that an activity or situation began an ended at a

particular time in the past. We use past tense to describe and narrate an event or

situation that occurred in the past and is over.

pronoun is a word that is used in the place of a noun or noun phrase.

Usually when a noun or noun phrase has been used once, a pronoun is used to

avoid repetition of the same noun or noun phrase. Third person pronouns,

example words that represent people or things other than the speaker/writer and

the listener/reader.

Singular

: he, him, his, she, her, it, its

Plural

: they, them, their, theirs (Kam,p.198-199)

Preposition have been called the biggest little words in English. They are

usually quite short and significant looking, but they have very important

functions. Prepositions are always followed by nouns (or pronouns). They are

connective words that show the relationship between the nouns following them

and one of the basic sentence element: subject, verb, object, or compliment. They

usually indicate relationships, such as position, place, direction time, manner,

agent, possession, and condition, between their objects and other parts of the sentence.

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc. Punctuation is not something you impose upon a sentence after you have written it out. Commas, semicolons, and the other marks are an intimate part of grammar and style. To write well, you must punctuate well; but to punctuate well, you must also write well. (Thomas,p.379-380).Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc.

Norrish classifies causes of error into three types that is carelessness, firs language interference, and translation. The three types of causes of error will be discussed briefly below.

- 1. Carelessness. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.
- 2. First language. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference".

2. *Translation*. It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error. (Norrish,p.21-26.)

Another expert who discusses the sources of error is Richards in Schummann and Stenson in his article "Error Analysis and Second language Strategies". He classifies sources of errors into six points:

- 1. *Interference*, that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language.
- 2. Overgeneralization, that is an error caused by extension of target language rules to areas where they do not apply.
- 3. *Performance error*, that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion.
- 4. *Markers of transitional competence*, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition)
- 5. Strategy of communication and assimilation that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so

6.Teacher-induced error that is an error resulting from pedagogical procedures contained in the text or employed by the teacher. (Richards, p.32)

According to Corder, errors divided into four categories: omission of some required element, addition of some necessary or incorrect element, selection of an incorrect element, and miss-ordering of element. And here are the explanations:

1. Omission

Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology.

Learners often leave out the third person singular morpheme –s, the plural marker –s and the past tense inflection –ed. A learner could say, for example: "I watch the movie last night". Instead of: "I watched the movie last night".

2. Addition

Learners not only omit elements which they regard as redundant but they also add redundant element.

3. Selection

Learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary item. For example: "Fika is smartest than Femy".

Instead of "Fika is smarter than Femy".

4. Ordering

Miss-ordering can occur in morphological level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number, but in the example "He is got upping now", the learners attaches the inflection –ing to the particle of the two words verb "get up". (Lengo.1995)